

Evaluation of UN and USBN

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Evaluation of National Examination (UN) and National-Based School Examination (USBN) in Indonesia

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Abstract: This study was conducted to analyze (a) the suitability of National Examination (UN) and national-based school examination (USBN) implementation, which has been running on the current guidelines and efforts to improve students' achievements, (b) the final examination system that is relevant in measuring student competency achievement based on graduate competence standard. It employed descriptive quantitative evaluation by using CIPP (context, input, process of implementation and product) evaluation model. Participants included the head of the Education and Culture Department, Ministry of Religion, Principals / Madrasahs, teachers, and students. To collect the data, questionnaires, interviews, focus group discussions, and documentaries were undertaken. Additionally, the data analysis technique used quantitative and qualitative descriptive statistics. The findings indicate that (1) implementation of the UN and USBN, which has been ongoing, is in accordance with the standard operating procedure (SOP) that has been established by the board of national education standard (BNSP), (2) implementation of UN and USBN can be used to improve performance (3) the final examination system that is able to measure achievement of graduates' competency on certain subjects nationally by referring to the Graduate Competency Standard is computer-based national examination (UNBK). The concluding remarks are an attempt to contribute to the growth of future research in the field of UN and USBN implementation in Indonesia.

Keywords: *Evaluation, National Examination (UN), National-Based School Examination (UNBK).*

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Introduction

Singer Every country certainly wants to improve the welfare of its people as a whole. One notable effort that can be taken concerning this is improving the quality of education. Because of efforts to improve the quality of education, it will indirectly be balanced with an increase in human resources, which has a significant impact on the welfare of a nation. Based on Atmanti (2005), the higher the quality of the human resource, the higher the efficiency and productivity of a country.

The quality of education in Indonesia is still relatively low, and this is supported by the results of the TIMSS study in 2003, showing the achievement of 8th-grade students in mathematics and science is still relatively low. The average score of students in the mathematics field is 411, while the international average is 466. Singapore, Korea, Hong Kong, Chinese Taipei, and Japan are at the top. Malaysia is above the international average, even above America. The Southeast Asian countries that are below are Indonesia and the Philippines. Students' achievement in the field of science is also not much different from the field of mathematics. The science score of Indonesian students is 420, while the international score is 474.6 (OECD, 2018).

Regarding the quality of education, the Government held a UN, which is a standard educational assessment of primary and secondary education in Indonesia. The UN is administered by the BNSP and has been administered by Sukyadi for its students since 2005 (Government Regulation number 19 of 2005). The test requires sixth, ninth, and twelfth graders to take UN at the end of junior and senior high school (Grade 9 and 12) as the minimum graduation requirement (UNESCO, 2010). The purposes of the UN are to measure and to evaluate the Indonesian students' competences after the process of teaching and learning at the end of each educational level (i.e. grade six, nine, and twelve) (Sukyadi &

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¹ Mardiani, 2011). The test result of the UN is a part of a system implemented to improve the quality of national education and expected to be utilized by school principals, teachers, and stakeholders, as well as policy and decision makers at the national level as an instrument in enhancing the Indonesian education (Hamied, 2010).

As regards the UN, three terms are interrelated and sometimes they are still misunderstood well. These terms include measurement, assessment, and evaluation. In the learning process, measurement is an activity of measuring through the process of comparing something, using one particular measure. Campbell (Guilford, 1954) defined measurement as the assignment of numerals to objects or events according to rules. Ebel (1972: 23) defined measurement as giving a number to a person or something that is intended to distinguish the level of that person's or object's trait, which is measured systematically. Additionally, Keeves and Masters (1999) also say that measurement is giving a number to objects or events according to a rule. Kerlinger (1986), states that measurement is giving numbers to objects or events according to a rule. Moreover, Nunally (1978), highlights that measurement consists of rules to give numbers to objects in such a way that they can quantitatively present the properties of the object.

On the other hand, assessment is defined as a systematic activity to collect, analyze, and present information accurately, which is useful in interpreting the learning success of students. Mardapi (2008), said that one of the steps taken to improve the quality of learning is to improve the quality of the assessment system. Moreover, the implementation of assessment processes and learning outcomes of students are done by educators, educational units, and the government. Therefore, how the educator does the assessment is coordinated by the educational unit, but the grouping can also be: (1) the assessment by the educator and the education unit, and (2) the assessment by the government. The fact that it is carried out by educators, educational units, and the government has emphasized different objectives, but also complement each other so that student learning outcomes that include knowledge, skills, and attitudes can be fulfilled. It can also be useful for improvement. Learning, determining the level of competency, and also determining graduation, can be useful for mapping.

Evaluation, however, includes both steps, namely; measuring and assessing. It is a process of collecting data to determine the extent, in that case, and which part of the educational goal has been achieved. It also analyses if the educational goal has not attained yet and the reasons why it happened (Arikunto, 2010). However, by correlating the three explained terms above to the objectives and functions of the UN that have been formulated, it can be seen that they are not all understood or known in general.

With the help of UN and USBN, researchers already conducted some studies with some researchers focusing on the relationship between student self-efficacy, and anxiety felt by students before the exam (Yari & Bakht, 2012; Koksels, 2009; Nie, Lau, & Liau, 2011; Tsai, 2013; Barrows, Dunn & Lylod, 2013). This study proves positive beliefs like self-efficacy, also played a role in lowering anxiety in students before the exam, especially the UN (Pangastuti, 2014; Nur, 2014).

Another study related to the evaluation of the implementation of national standard school final examinations (UASBN) was carried out by Suwandi (2013), who had concluded that (1) the preparation of UASBN organizers had been very mature; (2) the level of achievement of socialization is 100%; (3) the implementation of training and preparation of UASBN questions has been carried out throughout regions/cities; (4) Doubling and safeguarding the exam question text are in accordance with the standard operating procedure (SOP); (5) the distribution of UASBN questions has been well implemented so that there are no regions experiencing delays; and (6) the management system of UASBN is in accordance with the provisions of one study room supervised by two teachers.

Lunrasri and Gajaseni (2014) found that tests influenced the students to focus heavily on their learning. They were pushed to learn harder in order to improve their language ability and test performance, with most of them memorizing the learning content and fearing the low O-NET scores. This study investigated grade nine students' perceptions and opinions towards the washback impact of the O-NET on English language learning in the academic year 2013 in Chachoengsao Province, Thailand.

A research conducted by Sundayana, Meekaeo, Purnawarman, and Sukyadi (2018) explores and compares the washback effects of the O-NET and UN on English language learning as perceived by Thai and Indonesian ninth-grade students. It is a multi-case study done by making use of the triangulation design as the research design. Six students from each case were interviewed, the result revealed in both cases that the participants' focused on learning contents and skills that were more likely to appear in national exams. They studied English harder to perform well in the tests rather than to improve English ability. Furthermore, students had high anxiety during the test preparations and feared for low O-NET and UN scores.

Thus, the implementation of the UN and USBN, which has been ongoing so far, needs to be explored in depth through evaluating the implementation of the UN and USBN to improve the quality of education in the future.

Methodology

Research Goal

This study performed quantitative descriptive evaluation research carried out by involving a phenomenological approach, which is a possible approach to uncovering a reality that describes the situation comprehensively with the actual context. Decisions taken from the assessment of the implementation of the UN and USBN at each stage of evaluation is classified into three categories, namely; low, medium, and high.

The research design that was carried out is presented in the Figure 1.

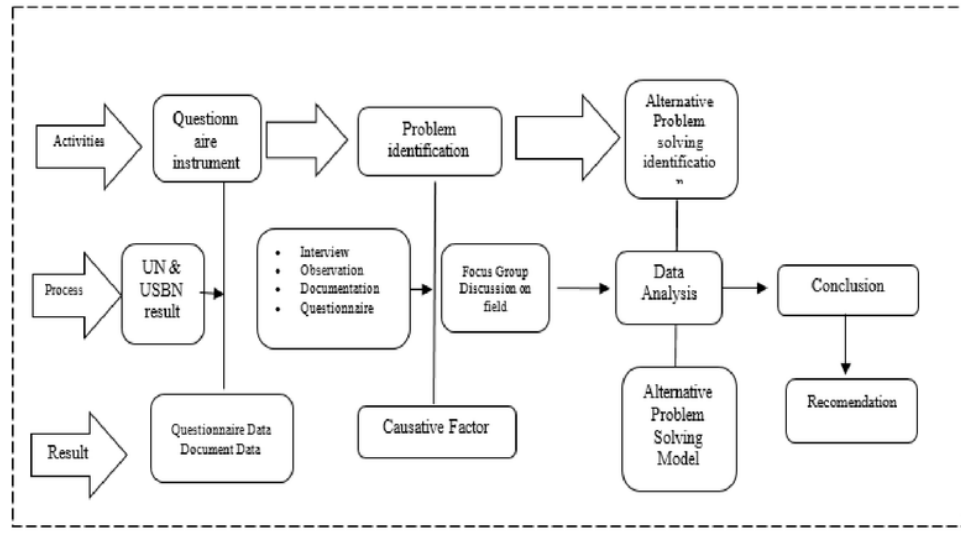


Figure 1. Research Design

Evaluation of the implementation of UN and USBN in this study used the CIPP Model (Context, Input, Process and Product) (Stufflebeam, 1983). It is as an evaluation method that views the program evaluated as a system, and CIPP analyzed the program based on the components of context, input, process and product. In the context of this study, it is a systematic application of scientific procedures to assess designs which subsequently present information in order to make conclusions and recommendations on the implementation of the UN and USBN. In this study, it is presented in the Figure 2.

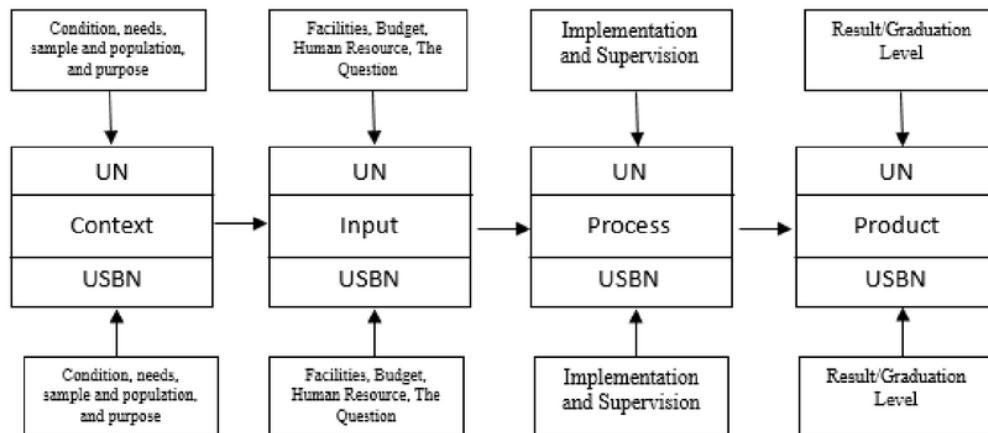


Figure 2. CIPP Model

1 Sample and Data Collection

Subjects of research in this study were heads of departments/head of fields/section heads, Ministry of Religion, principals/madrasas, teachers, and students. The research was conducted in Indonesia, which is mapped into 3 regions, namely East, Central, and West, with the samples being randomly picked. From the random sampling area, 6 provinces were selected which proportionally represent the regions of East, Central and West Indonesia. The research data consists of two data, primary data and secondary data. Primary data was collected using several techniques, including questionnaire (yes and no questions with explanation), interview, and focus group discussion (FGD), which was carried out to obtain a complete and accurate data from the research subject. Secondary data was done using documentation techniques.

Analyzing of Data

Descriptive quantitative and qualitative statistics were employed as data collecting technique. Quantitative descriptions were used to describe the average percentage. Qualitative descriptions were used to describe qualitative data, which includes the opinions of respondents related to preparation, implementation, constraints faced, and suggestions for improvements. UN (*Ujian Nasional*) - is an Indonesian national examination for Senior and Junior High School. Besides, USBN (*Ujian Sekolah Berstandar Nasional*) - is Indonesian final examination with the national standard for grade 6 elementary school. Descriptive and parametric statistical techniques were used for the analysis of the secondary data.

Finding / Results

Per the CIPP evaluation model, the results of this study are presented in 4 categories, namely (a) context, (b) input, (c) process and implementation, and (d) product by comparing UN and USBN.

UN Context and USBN Dimensions

From a geographical point of view, the researchers can see the relevant final examination system has a UN, and therefore questioning must involve teachers who are considered capable (representatives of each region) so that the exam materials can be evenly distributed from the cities to the remote areas. It is better if the problem development teacher is someone who understands the things students need. The question maker must understand what the participants already know. The description above can be seen in Figure 3.

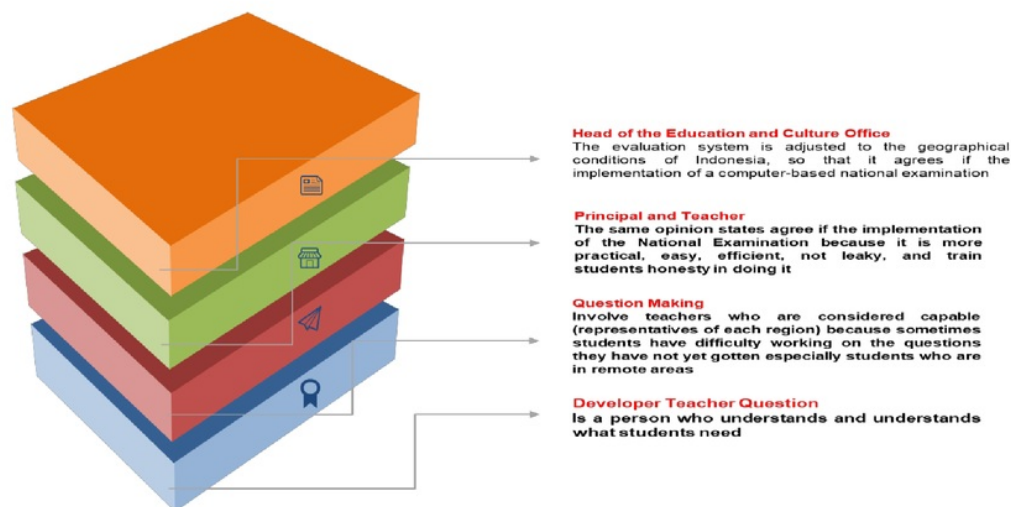


Figure 3. UN Context Dimensions

Respondents who came from educators, almost all (94%), stated that USBN was the right model for now. As for a small percentage (4%), they stated that USBN has not fully become a representation to be used as a model in measuring student learning outcomes. Likewise, in the context of geographical conditions, all respondents from the education office stated that USBN is currently the right type to measure student learning outcomes, 81% of teachers and 78.4% of principals. However, in the context of the relevance of USBN with the social conditions of students in the number of percentages, there is still a small part of the stakeholders stating that they are not following the social conditions of students.

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In terms of the relevance of USBN with the psychological condition of students, almost half of the respondents said they were anxious or had a psychological burden when USBN was implemented. However, this anxiety can be significantly influenced by the preparation efforts of all stakeholders, especially in this case, the teacher, in order to be able to comprehend such comprehensive material to the students.

UN input and USBN

As many as 63% of respondents from the Education Agency and educators stated that schools in the regions already had complete conditions for conducting national exams, and only a small percentage of respondents answered that they did not have them, which was 36%. Responses from elementary / MI, junior high school / MTs, and high school / vocational / MA schools stated that 40.7% of schools in the regions had complete facilities to conduct national exams, and 59.3% stated that they did not have complete facilities. Almost all respondents (90.9%) from the Education Agency / Ministry of Religion, Head of School, and teachers stated that they need to be facilitated with the above-mentioned facilities for the school to be able to manage the UNBK, and only a small percentage (9.1%) said it was not necessary. The small portion, it turns out, was counterintuitive to UNBK, which wanted to stay afloat to carry out the exam using the paper and pencil-based of national examination (UNKP). One main reason is because of the limitations of school facilities or facilities.

Almost all respondents (90.1%) from the Education Agency / Ministry of Religion, principals, and educators stated that the human resources needed for UNBK were the elements of ICT experts and expertly designed/developed questions, with only a small portion (9.1%) of respondents who stated that there were other needs beyond that. UNBK can be done well because students have previously been trained in the form of answering questions by doing simulations repeatedly so that students are already proficient at filling out questions online. The UNBK model is appropriate, but the role of the regional government needs to be included, especially regarding facilities and infrastructure, assistance in the form of internet access to schools located on islands. Schools that have ICT facilities that fulfil the requirements can do the exams with their students using the UNBK mode while those who are not covered by the internet use UNKP mode.

There were 72.7% of respondents from the Education Agency / Ministry of Religion, principals, and educators stating that the national exam questions for all levels of education were more difficult, and almost half (27.3%) stated no. A composition of moderate and easy questions is 40 per cent each, while the other 20 per cent is difficult, which is different from the previous year, the percentage of easy questions was only 10 per cent, while the problem was 70 per cent and the problematic questions were 20 per cent. Thus, the composition of difficult questions is still 20%, it is just that there are policies related to specific questions that are made more complicated and require high reasoning, or higher order thinking skills (HOTS). That is the basis of the respondents' arguments, most of which feel a lot that is difficult or difficult. 66.7% of respondents from the Department of Education / Kan / Depdagag and educator elements stated that schools should have complete facilities for holding USBN, and some respondents answered no (33.3%). However, some of the respondents (48.6%) from the principal stated that the school had complete facilities for conducting paper-based and computer-based USBNs, and the majority of respondents answered no (51.4%). Likewise, all students agree that schools have complete facilities (such as computers, wifi, and so on.) to run computer-based USBNs, and a small percentage (20.2%) say no.

According to students, USBN can increase motivation and achievement, because it will be active in learning, having targets and getting up early, learning more diligently in order to be accepted into good schools. Respondents hoped that the USBN would still be paper-based because it could be scribbled, underlined, circled, or even written on. USBN can improve management and motivate students to take a university entrance test. However, there are also some students who expect computer-based exams because they are easier and more practical.

Process and Implementation of UN and USBN

In line with the implementation of the UN according to the respondents of the Education Services who handle the UN field almost entirely (90.9%), they stated that the UN had been running in accordance with SOP, and there were a small number of respondents (9.1%) who stated that they were not in accordance with SOP. As for the implementation of the UN, according to principal respondents, almost all (96.3%) said that it had run according to the SOP and there was a small percentage (3.7%) stated that it was not in accordance with SOP. Likewise, according to teacher respondents, almost all (93.6%) stated that the UN had been running in accordance with SOP and there was a small portion (6.4%) stating it was not in accordance with SOP.

Regarding the implementation of UNKP, almost a half of (36.4%) respondents who came from Education Department stated that there were students cheated or got vital answers. On the other hand, most of them (63.6%) stated that there were no students who cheated and got key answers illegally. It was also supported by a small number of respondents who were headmasters (18.5%) stated that the implementation of they found students who cheated or got a key answer illegally. However, almost all of them (81.5%) stated this case did not happen. According to few respondents who were teachers stated (25.5%), stated that they still found a case of cheating and getting key answer illegally, but

almost respondents (74.5%) stated there were no cases mentioned before. It indicated that there was an opportunity for finding a case of cheating and getting key answer illegally in the UNKP.

Based on the results of an interview with respondents, it was shown that the implementation of UNBK is more efficient, useful, and accurate rather than UNKP. It can train students to be more honest when writing an exam. In addition, according to the FGD results, the government's policy to conduct national examinations through the UNBK was also appreciated by respondents. The implementation of UNBK has increased the level of honesty in the implementation of the exam even though the results obtained by students at UNBK tend to decrease. This should not be a problem, because the orientation must be more in the process of carrying out tests with integrity, rather than just the final results.

In respect to questions which needed high thinking, asked in UNKP and UNBK, most of the students (55,8%) were able to answer them, but almost a half of them (44,2%) stated that they were not able to answer them. In the case of UNBK some students as respondents (50%) stated that it was easier but some of them (50%) stated it was more difficult. On the other hand, based on the result of an interview, according to participants of education in junior high school/MTs they stated that UN was able to improve their achievement especially if the questions covered criteria of HOTS. Furthermore, it also was able to improve their motivation because there was a competition for being the best, and they also agreed with the implementation of UNBK. However, education participants in senior high school stated that UN was not able to improve students' achievement, it was only able to increase students' motivation to prepare for enrolling into college.

Process Dimension and USBN implementation

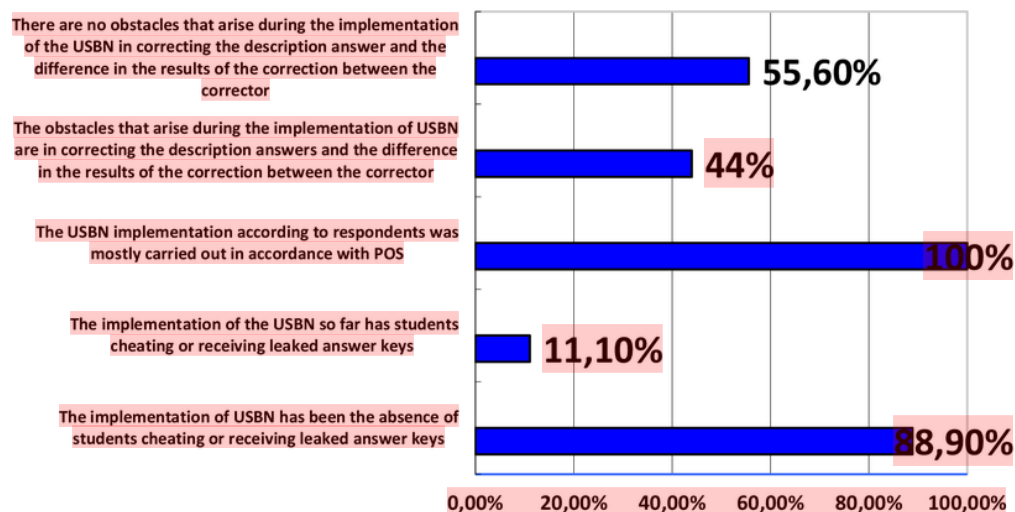
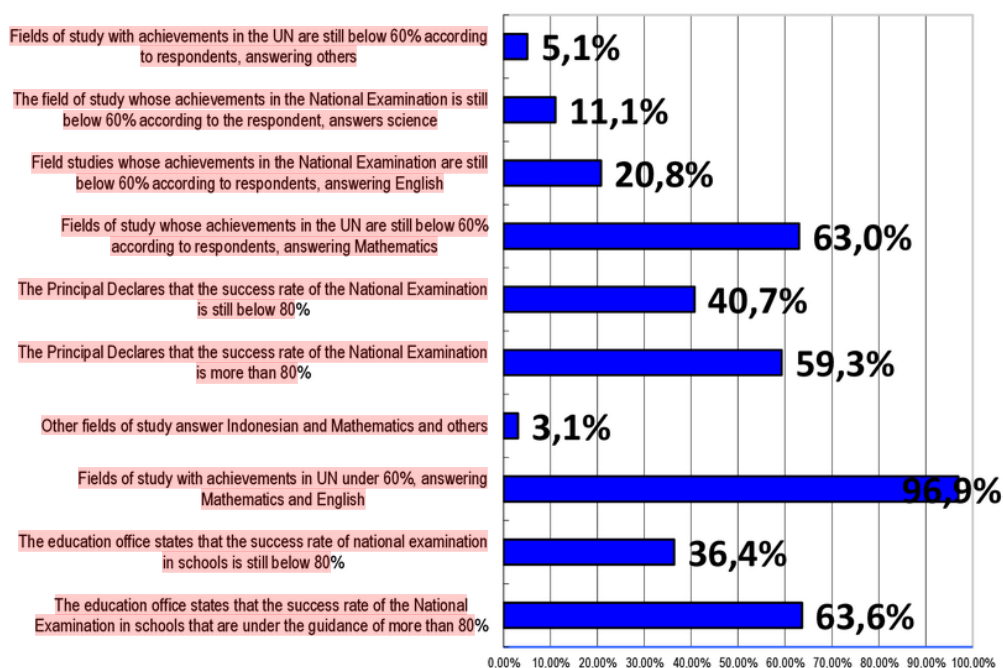


Figure 4. USBN Implementation

In the case of the implementation of USBN, as it is illustrated in Figure 4. respondents from the Education/Ministry of Religion who handle USBN are continuously (100%) stating that they have been running in accordance with the National SOP. As for the implementation of USBN, so far, a small of students who cheated or received leaked key answer (11.1%) stated that they were true and as many as (88.9%) stated they were not there. This shows that in USBN, although a small portion of the vital answers may leak or students who cheat is stated, it still needs to be anticipated.

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UN and USBN products

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Figure 5. Dimensions of UN Products

In Figure 5, as many as 63.6% of the Education Office respondents stated that the success rate of the UN in schools that were under their guidance is more than 80%. But almost half (36.4%) stated that the success rate of UN is still below 80%. As for subjects whose achievements in UN are below 60% in Junior High School, and 36.6% said Senior High School, namely Mathematics and English. However, 9.1% of respondents answered Indonesian language subjects and other subjects. Respondents from the Principal stated that 59.3% of the success rate of the UN in schools was more than 80%. However, 37% of principals said the level of UN success was still below 80%. The respondents who chose not to answer as much (3.7%).

Subjects whose achievements in the UN are still below 60% at the level of junior high school level and high school level according to respondents, the majority (63%) answered Mathematics. There are also a small number of respondents (14.8%) who answered English, (11.1%) answered science and (3.7%) answered others. As much as 70.9% of respondents consisting of teachers, stated that the success rate of UN in schools was more than 80%. However, almost half (29.1%) stated that the success rate of the UN was still below 80%. As for the field of study whose achievements in the UN were below 60% at the junior high school and senior high school levels according to respondents, namely most (58.2%) to study Mathematics. There were also a small number of respondents (17.3%) who answered science, (8.2%) answered English, (8.2%) answered others, (1.8%) answered Indonesian and (6.4%) do not answer / all achievements of the UN score above 60%.

Regarding the usage of UN score, from the FGD results, it is known that the results of the UN are expected not to determine the graduation of students, because the learning facilities between schools and between regions are uneven and there are still large inequalities of supporting facilities between schools. The National Examination is expected to be sufficiently used as the determination of the quality of education in order to improve the quality of education. In addition, the National Examination is expected to be used as material for consideration in entering Higher Education as a substitute for tests such as the SBMPTN for high school / vocational school graduates or entering high school / vocational / MA levels for junior high school / MTs graduates.

Dimensions of USBN Products

Respondents from the Education Office, 77.8% stated that the USBN graduation rate in schools that were under the guidance of more than 80%. However, a small proportion (22.2%) of respondents stated that the USBN graduation rate was still below 80%. As for the subjects that achieved in USBN below 60% at the elementary / MI, junior high / MTS, high school / vocational / MA level, (55.6%) of respondents chose fields of study/Mathematics subjects, while a small proportion (22.8%) of respondents chose others and (22.8%) did not choose/no subjects whose achievements were

¹ below 60%. Half (50.5%) of student respondents stated that subjects were USBN, and it was felt that it was still challenging to achieve high scores, namely Mathematics. A small proportion (13.8%) of students chose science and (25.7%) students chose other subjects. Regarding the utilization of USBN results, most of the students (58.7%) said they did not agree that the results of the USBN were used for consideration in the selection to enter the next level of education. However, almost half (41.3%) agreed that USBN is used for the selection consideration to enter the next level of education.

On average, the achievement of the 2017/2018 SMA high school UNBK / UNKP score is higher than the Middle and Eastern regions for Indonesian, Natural Sciences, Social Sciences, and Social Sciences Mathematics. Schools with A accreditation have the highest UNBK / UNKP scores on all subjects tested. Furthermore, based on school status (public and private) shows that there is no significant difference between public and private schools in achieving the 2017/2018 high school UNBK / UNKP scores for all six subjects.

Discussion

The National Examination results have been had important role in determining the graduation grade since 2005 until 2015. The policy has also claimed bring some advantages in improving teachers and students' motivation in the learning process regarding the achievement of graduate. This finding is also similar with Mardapi and Kartowagiran's result work (2009) that revealed UN can improve both teachers and students' motivation in teaching and learning process. Moreover, the result is also supported by another finding by Raharjo (2012) which argued that every educational unit had positive and appropriate perception regarding the implementation of national education standards. Meanwhile, the regulation has also some disadvantages of such as the high anxiety of students, parents, teachers and principals. It is known that high anxiety occurred in various parties, triggers many accidents along the implementation of the National Examination. Therefore, since 2015, the National Examination Policy has no longer been used to determine the graduation of educational units. It is only as a mapping tool for achieving graduate competency.

Regarding the new policy, it brings some advantages including the anxiety among students, teachers, parents and other stakeholders to decline; declining fraud in the implementation of the National Examination. The result of present study is relevant with research finding of Harmiyuni and Sailan (2018). However, the recent regulation also comes up with some disadvantages such as student and teacher motivation decreases in the implementation of the learning process; UN results do not necessarily reflect the true competence of students, because of the possibility of students lacking seriousness in facing the National Examination; the purpose of student competency mapping has not been fully achieved. The reasonable reason of the phenomena tried to explained by Raharjo in his recently work (2014) which stated that successful of learning achievement is determined by both internal and external factors namely motivation, interest, parental background and also school environment.

In addition, many people expect that the National Examination results will not determine a person's graduation from a tertiary level, with the reason that learning facilities between schools and between regions are uneven and there are still large inequalities in facilities supporting the process of learning. This is relevant with Nursyam's finding (2017) that found some barriers dealing with the lack of facilities and infrastructure to support education in schools. Therefore, it is generally suggesting that the National Examination it is to be used as "the determination of educational quality" in the context of fostering schools due to improving the quality of education. In sum, National Examination can be used for things other than mapping, such as can be used as the main consideration to enter Higher Education as a substitute for tests such as SBMPTN (Indonesian written test into college) for high school / vocational high school or entering senior high school / vocational / MA for junior high school / MTs.

The implementation of the National Examination which results in the graduation of students often intervened by leaders in the regions who want their regions / schools to pass 100%, as a result, most schools commit fraud in the test by all means taken. The community considers that if the UN determines graduation, it is felt that it is unfair for the deceased region that does not have access to an information center and even the internet or inadequate learning facilities. The similar finding is also confessed by Silverius (2010) in the recent work.

Furthermore, the UN strives to "remain there", but needs to be improved so that the results are truly pure as a reflection of mastery of students' competencies so that they can be used as a substitute for the entrance examination to enter Higher Education or the like. Positive impact with the existence of the UN can be a motivation for teachers and students. This finding is similar with research result by Mardapi and Badrum (2009). The learning motivation of students grows and the teacher always strives so that the teaching material can be resolved along with the use of various media or multi methods in the learning process so that students can absorb the teaching material. Furthermore, it is suggests very beneficial for the government and society.

Regarding the implementation of the UNBK, it is necessary to avoid the examination with selected specialization subjects before the exam because the implementation on the field is difficult when faced with the selection of non-professional subjects. The impact of the National Exam is the emergence of favorite subjects and subjects which are not favorites. Furthermore, on the discourse of whether or not the UN results at the level of senior high school / MA schools

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can be used as material for consideration to enter higher education, it should continue to be sought even though even now universities have not made the results of the UN as the basis for university admission selection. This happens because it requires a process to increase the credibility of the UN results. With the increasing credibility of the implementation and results of the UN through the UNBK mode, it is expected that in the future the results of the UN can be used as material for consideration in entering university.

The diversity of the scores of UNBK and UNKP results is influenced by the type of school variable, type of school, accreditation status, and the acquisition of eight national education standards. Associated with meeting national education standards that have a close contribution to national exam results, are standard facilities, educators and education staff, funding, and management. The four standards are still difficult to fulfill perfectly, because they talk about the quality of teachers, the completeness of school facilities and facilities. If the UN still exists, improvements must be made in the process of questions involving teachers and experts in their fields in stages, so that the items produced do not occur in terms of both conceptual and political aspects. If there is no UN, the way to monitor the development of student competency is through USBN, although the results are still in doubt, reflecting only the competence of students. However, that is what needs to be pursued, that is, the improvement of the USBN model so that the results can be trusted.

Competencies measured in USBN are in accordance with graduate competency standards derived from basic competencies in the curriculum. USBN funding is mainly taken from government funding supply for state school (BOS Fund) and funding assistance from the government, but only a small portion of the education agency and religion department provide special funding for the implementation of USBN. Development of the USBN problem was developed by the MGMP (Subject Teacher Discussion Group). All provincial agencies arranged a schedule for developing the USBN problem. The anchor problem was distributed by center for education assessment (Puspendik) to the Education Office, but there was still question file leakage in the distribution. Also, there was still a small part of the provincial service not knowing about the distribution of these question file items.

Moreover, the analysis of the results of USBN conducted in schools aims to determine the achievement of competencies towards standards in one subject or between subjects. The school also analyzes the results of USBN to improve the writing of questions from year to year. However, the results of the USBN are not accepted by all schools. Teachers and students perception of USBN, make them increasingly motivated to learn. But, there are still many people who do not know that the value of USBN is used for determining graduation and as a success factor in learning.

Conclusion

Based on the results of the study and the discussion, the conclusions of this study are presented as follows.

1. The final examination system that can measure the achievement of graduates' competency on certain subjects nationally by referring to the Graduate Competency Standards is UNBK. With UNBK, the results are more flexible and economical, so the results are more reliable. UNBK is running well because there are simulation activities.

Competencies measured in USBN are in accordance with graduate competency standards derived from basic competencies in the curriculum. The implementation of USBN leans more towards the use paper and pencils. The obstacles in implementing USBN are in correcting the answers and the differences in the results of corrections. The USBN questions were carried out by the MGMP, all provincial offices compiled a schedule for developing the USBN problem, but not all schools conducted USBN results analysis.

2. The implementation of the UN and USBN, which has been ongoing, is in accordance with the SOP that has been established by the BSNP. Most principals and teachers felt that they were not involved in the preparation of the SOP, but the provincial education office made the translation of the SOP in the form of USBN technical instructions and shared to the education unit. All teachers get sensitized about USBN from district / city education schools and services.
3. Implementation of National Exams and USBN can be used to improve performance. But, the current USBN at elementary school is only to improve student achievement in cognitive aspects only. The results of the analysis indicate that the average Mathematics and English Subjects are subjects that are still in the low category. The results of UNBK and UNKP tests between the types of high school and madrasah education are different, as well as between the status of the private sector and the state showing different results, among the western, central, and eastern regions are also different. This shows that there is diversity, and the difference in the scores of the results of UNBK and UNKP is influenced by various types of schools, accreditation status, and fulfillment of eight national education standards.

Suggestions

Based on the conclusions above, recommendations that can be summarized as follows;

1. National Exams, both UNBK and UNKP, are still needed and used for mapping, graduation, and consideration in continuing to the next level of education. However, the graduation criteria are determined by each school in

- 1 coordination with the local Education Service. For this reason, the UN is still implemented, but prioritized through the UNBK. In the event that UNBK cannot be carried out, then the paper and pencil based is done.
2. The test grid is a reference in developing and assembling manuscripts for exam questions that are prepared based on the criteria for achieving graduate competency standards, content standards, and applicable curriculum. The National and National Education Units created by Puspendik were given input by curriculum experts, material experts, and practitioners.
3. The implementation of USBN is the authority of the Regional Education Office in accordance with the authority on the implementation, preparation of resources, budgeting, and quality assurance.
4. In an effort to empower USBN in the future, understanding training programs are needed. Training in writing questions for question banks, and training in problem analysis. In addition, to improve the quality of USBN questions, there is a need for a companion in writing USBN questions by the Professional Organization of Educational Evaluation in their respective regions, local college or quality assurance institute of education (LPMP).
5. Technical instructions or USBN SOP are prepared and developed by the regions and disseminated to schools so that the material and competencies tested are clearly understood.
6. To support the implementation of the UNBK, a Testing and Service Center (PKLP) should be established at the district/city and at provincial level under the LPMP coordination by involving professional associations, especially in the field of Evaluation. The main tasks and functions of the PKLP are to develop and manage the provincial question bank system, compile the UNBK grid in the regions, and coordinate with Puspendik in the implementation of the UNBK in the education unit.

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